



Alternative Technical Assistance Update

PO Box 11867
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www.sceoc.org

August, 2004





A very limited number of schools rated unsatisfactory, upon the recommendation of the external review team and inclusion in the school improvement plan, may participate in a technical assistance model designed to test strategies other than those outlined in the statute.



Schools rated below average shall receive a block grant to implement a technical assistance strategy chosen from a limited menu approved by the State Board of Education and appropriate to address the needs at the school.

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Proposed Budget Proviso

Of the funds appropriated for teacher and principal specialists,.... Any funds in excess of salary and fringe benefits compensations may be used to implement alternative research-based technical assistance models, including the tiered system, as jointly approved by the Education Oversight Committee and the Department of Education.



1A.52. (SDE-EIA: Unallocated Funds for Teacher Specialists)

The Department of Education shall develop procedures and establish a timeline so schools that receive an unsatisfactory rating or a below average rating on the November 2004 report card are given an option to choose technical assistance offered by the department that includes teacher specialists, principal specialists and other personnel assigned under the tiered system or alternative research-based technical assistance. Criteria for selecting alternative research-based technical assistance are to be approved by the Education Oversight Committee and the Department of Education.



Members of the Alternative Technical Assistance Team

- Dr. Phyllis Sanders – Education Associate SDE
- Mr. Peter Samulski – Education Associate SDE
- Dr. Marsha Johnson – Education Associate SDE
- Dr. Paul Horne – EOC staff



Charge Included

- Review of Research literature
- Identification of Criteria for selection of ATA Program
- Procedures for Implementation of ATA at a School



Four Researched Areas

- *a statistical analysis of South Carolina schools having a rating of Below Average and Unsatisfactory*
- *technical assistance provided by other states to low-performing or under-performing schools*
- *criteria used by the United States Department of Education and other agencies to select programs with a history of success in improving academic achievement of students*
- *general research into programs and methods that schools can implement to improve student achievement.*



Statistical Analysis of SC Schools

- *73% - 25% or more of the teachers new to the school in past 5 years*
- *63% - principals had been there 3 or fewer years*
- *39% - principals had fewer than 3 years administrative experience*
- *38% - 25% or more of the teachers had fewer than 5 years teaching experience*



Technical Assistance in Other States

No other state provides the scope of technical assistance nor the appropriation of money for technical assistance that SC does

Council of Chief State School Officers (March 2003). State support to low-performing schools. Available:

www.ccsso.org.



Works used for Focus

McEwan and McEwan, *Making Sense of Research: What's Good, What's Not, and How to Tell the Difference*, Corwin, 2003.

Comprehensive Models for School Improvement: Finding the Right Match and Making It Work, Educational Research Service, 1998.



Review of Literature

- No one prescription to improve student achievement
- Common conditions essential for school improvement include:
 - Analysis of data
 - Teamwork and collaboration
 - Measurable goals
 - Professional development
 - Strong Leadership
 - Focused and Relevant Curriculum and Instruction



Selected Sources Consulted for Criteria

- Catalog of School Reform Models. (2003).
National Clearinghouse for Comprehensive
School Reform. Available: www.nwrel.org
- Lauer, Patricia A. (2004) *A Policymaker's Primer
on Education Research; How to Understand,
Evaluate and Use It*. Available: www.ecs.org.
- *Standards for Staff Development Revised* (2001).
Oxford, OH: National Staff Development
Council.
- What Works Clearinghouse (January 2003).
What works clearinghouse cumulative
research evidence assessment device.
Available: w-w-c.org.
- What Works Clearinghouse (January 2003).
Study design and implementation device.
Available: w-w-c.org.



Criteria to Focus

- Context
the organization, system, and culture; the structures that must be in place for successful learning to occur
- Process
the "how"; the use of data, evaluation, and research
- Content
the "what"; what the students must be able to know and do; the knowledge and skills that ensure all students are successful



Preliminary Criteria Selected Based on *Standards for Staff Development Revised*

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Context Criteria

Learning Communities

Leadership

Resources

Process Criteria

Data Driven

Evaluation

Research-based

Design

Learning

Collaboration

Content Criteria

Equity

Quality Teaching

Family Involvement



Tasks Issued to Team Following the Preliminary Report

- Include *Results* as a Criteria
- Build Rubric
- Apply Rubric to various programs
- Outline Process



Rubric Constructed

Reduction of Criteria from 13 to 7

- Collaborative Learning Communities
- Leadership
- Data-Driven
- Comprehensive Planning
- Instructional Climate
- Student Performance
- Expected Results after 2 years of Implementation



Process

- October – Schools begin thought process based on preliminary report card rating; anticipated dollar amount for ATA provided to schools
- November – Report Cards Issued, External Review Team Training, External Review Audit Training
- December – ERT activities take place
- January – Application deadline for schools applying for ATA; applications reviewed by SDE entity
- February – Determination of ATA or state-provided technical assistance
- March – State provided technical assistance placement begins; ERT reports to SBE



- ATA or Technical Assistance Provided for at least 3 years
- School Improvement must meet Expected Progress outlined in Policy Code 52-04





Final Proposal to be presented for
approval on October 11

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